

Teachers trainers and class diversity: Tensions, limitations and possibilities of the educative

Formadores de docentes y diversidad de clase: Tensiones, limitaciones y posibilidades de lo educativo

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Background

The data show that Chile has achieved significant success in coverage for both the school and university sectors, with the biggest problem being the inequality and poor quality of the system (García Huidobro & Cox, 2011). The best school performance is in private fee-paying schools, as opposed to municipal schools. The differences depend more on the socioeconomic status of the students than on school types, and these differences are replicated in admission to and continuation in university (Contreras, Corbalán & Redondo, 2007; Valdivieso, 2006). The highly stratified education system becomes more pronounced with the social variables of gender, ethnicity and immigrants (OECD, 2018), which has an important influence on the life trajectories affecting a person's opportunities and on the differential treatment received (UNDP, 2017).

Aims

Analyze teaching work from the concept of "teacher position" of educators in relation to students and their differentiated social position.

Specific objectives: Identify their senses towards wealth and poverty in Chilean society; Describe discourses they developed towards the students of municipal (public) and private fee-paying schools.

Method

This is a qualitative and descriptive study. 27 teacher trainers, 16 degree program directors and 11 teachers who teach compulsory or elective courses linked to diversity were interviewed. They are teachers in the degrees of Pedagogy in Basic Education and Pedagogy in Nursery Education, in six universities in three cities of the country: Antofagasta, Temuco and Santiago. Individual interviews and projective techniques were used for data production. The analysis design is textual.

Results & Discussion

1. No one is in the "right" place: Both poverty and wealth are evaluated as unfair; nobody is in the place they should be, but for different reasons. In the case of wealth, injustice is explained in terms of the ways it is accessed: theft, collusion and impunity, or by inheritance. Privilege causes resentment, discomfort and anger, as it is built on the exclusion of others and stems from their precariousness and abuse. Poverty is lived as unfair; it is questioned that society does not provide the conditions to get out of it and causes exclusion and stigmatization.
2. There exists the possibility of change in exclusion: Despite the injustice perceived by teachers, either from wealth or poverty, they have the conviction and hope that the reality can be modified and that they play a fundamental role. They trust education to be a space for equitable opportunities, and this displays a hope in the promise of schools.
3. Public schools: from trust to stigmatization. The commitment and hope expressed by teacher educators is in tension with the ways students and teachers classify municipal establishments. Trust in the promise of schools and the importance attached to education for social mobility is diluted by everyday realities. This is reinforced by the homogenizing and normalizing visions evident in the deep dichotomies described among students of one "class" (municipal school) and another (private school). The private school students' privilege is in opposition to the stigma of the municipal school students' deficit.

In the case of the municipal school, the problem is the deficit of student, teacher and family members, as well as the conditions, both material and symbolic, of the institution. The analysis for this area is done using another record to

that of wealth and poverty. The sources of pressure on the hope on public schools and of those who go through them are much more critical.

4. Private schools: school as a company and reality as a bubble: Private establishments consider the problem to be in the students and their relationship with Chilean society, which is expressed in a life lived as a bubble, and in the school understood as a private service and in which teachers are transformed into employees, a situation that makes them uncomfortable.

Conclusion

It is concluded that there is a tension in the conceptualization, a reflection of the society in which they live. Teacher-educators display a situated understanding of the country's context by recognizing the history and persistent inequalities of the Chilean social structure. In the same way, they are trainers who trust in schools and in the contribution, they can make from the place of education.

However, the possibilities of education in the teacher narrative are placed under tension by the idea of the normal student who (dis)qualifies those moving away from that norm and inhibits the possibilities of transformation. Trust and commitment are diluted by the pedagogical determinism of certain types of students, those from public schools, who are "those who are lacking", which affects pedagogical decisions. This way of being in education ends up replicating a form of hierarchical and dichotomous social relationship that places under tension those hopes they have in education as a possibility of making a break with the place of origin and of possibilities for the students.

Keywords: students' social position, teacher position, teacher trainers

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